

Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.



FAST THE MILLION MARK

During 1936, more rural young people held membership in 4-H clubs than at any time in the history of cooperative extension work. Reports from county extension agents in 2,882 counties in the United States, Alaska, Hawaii, and Puerto Rico, showed that 1,145,508/1 rural young people were members of 68,341 4-H clubs. The increase over 1935 of 7,621 clubs and 147,764 members was due chiefly to the enlarged Extension Service staff. There were 536,895 boys and girls who joined 4-H clubs in 1936 for the first time. On the basis of new members enrolled in 1936, 4-H club work is reaching 44 percent of the rural boys and girls.

CLEAR OBJECTIVES

A growing organization must clearly define its objectives, and any broadening of its program must be considered in the light of these objectives. 4-H club objectives are based on large educational aims and were clearly defined by the committee appointed by the Land-Grant College Association in 1935. As these objectives have become better understood, the program has been strengthened. In keeping with these objectives the program has become more flexible. It emphasizes more and more the needs and interests of the club member.

4-H clubs give rural boys and girls an opportunity to organize effectively for improving their social, cultural, and economic conditions. Young people like to work together to satisfy their needs. They want to contribute something, as citizens, to the welfare of their community. The enterprises and activities of the 4-H clubs are real-life situations. Such experience trains the boy and girl to be more serviceable to others.

4-H CLUBS SERVE THEIR COMMUNITIES

The community-service phase of the 4-H club program is varied and extensive. The written program of work developed by the local club follows in general a plan used in California. There each club prepares a program covering the following: (a) Community-improvement projects, (b) agricultural or home-making projects, (c) individual-improvement projects, and (d) recreation.

Members of 4-H clubs work with their parents and neighbors in improving rural life. Thus some 4-H boys in Georgia worked to conserve the farm income. With their parents, local club leaders, and county extension agents, the boys surveyed the horse-and-mule situation. They learned that Georgia farmers were sending \$5,000,000 out of the State each year for farm work stock. They asked whether it wouldn't be good economy for the farm to produce its own work stock and keep this money at home. To meet this situation, the boys talked the matter over with their parents. Bankers were asked for their opinion. The Extension Service, Georgia State College of Agriculture, was consulted. As a result, 500 Georgia boys purchased good brood mares. At their club meetings, these boys discuss methods of feeding and the breeding and management of their animals. A colt show is held where the 4-H club members will exhibit their best colts.

/1 For complete statistical results of 4-H club work in 1936, see Extension Service Circular 266 - Statistical Results of Cooperative Extension Work, 1936, U. S. Department of Agriculture, 52 pages, June 1937. (Mimeographed.)

The Indian Trail 4-H Club in Northampton County, Pa., wanted more books to read. The club got the Traveling Library Association to send 50 books each month. The club pays express charges on the books and is responsible for their circulation throughout the neighborhood. Two club members were sent to a library in a large city to receive instruction on the best methods of handling the books.

What kind of trees will add beauty to our farmsteads and at the same time grow during periods of scant rainfall? is a question confronting many 4-H club members living in the Great Plains area. The members of 75 4-H clubs in Nebraska planted on their farms last year 60,000 drought-resisting trees. Neighbors and friends can observe these demonstrations. In addition, the clubs have organized demonstration teams which show the communities the methods club members are using. Throughout the country, 46,394 4-H demonstration teams showed the methods they had learned.

When young people participate in activities for community improvement, they develop an understanding of the part that individuals and groups play in the general welfare. In Massachusetts, tent caterpillars play havoc with trees on the farms, in the towns, and along the highways. Each spring the 4-H clubs conduct a campaign for the destruction of tent-caterpillar egg clusters. Last spring over 1,300,000 of these egg clusters were destroyed in the campaign.

In Montana, 4-H beef-club members have learned to add to the farm income by feeding high-quality hay and grain grown in the irrigated valleys to good beef animals produced on the range. For many years it was the practice to send feeder calves to the Corn Belt to be fattened. Now 4-H beef-club members in Montana know that they can feed their own hay and grain to their own feeder calves and produce a product that will meet the requirements of the large cattle markets.

ANALYSIS OF 4-H MEMBERSHIP

The increase in membership was composed largely of young people who had not heretofore been members of the 4-H club, since there was practically no change from 1935 in the percentage of former club members reenrolling. The gain in membership was due to the organization of new clubs by new agents and not to increase in enrollment per county extension agent.

Rural boys or girls join a 4-H club at the average age of 12. The membership of the 4-H clubs in 1936 constituted 44 percent of the rural young people who had reached the average starting age. The composition of the membership of the 4-H clubs in 1936 is pictured statistically by the following: 30 percent had been members for 3 or more years, with 47,801 having been members for 6 or more years; approximately 20 percent, or 227,146 were between the ages of 16 and 20; 80 percent of the membership is equally divided between the age groups of 13 to 15 and 10 to 12.

These 4-H club members came from 688,997 farm homes and 167,176 other homes. The average starting age is 12 years, and the average length of membership is 2.5 years. On these bases, it is estimated that 4-H club work is reaching 58 percent of the farm boys and girls and 23 percent of the rural nonfarm boys and girls.

A considerable portion of the 4-H membership is in school, since the eligible membership age is 10 to 20 years. However, the program served 71,038 young men and women who were out of school during 1936.

Each 4-H club member selects a farm or home enterprise for the purpose of demonstrating an approved practice which is a part of the extension program for his community. The interest of the club member in the enterprise, his willingness to work with his fellow club members in carrying out the program planned by the club, and the keeping of a record of his demonstration are the principal criteria for membership in a 4-H club. What he does is purely voluntary. He works because he is interested. He is interested because the task is related to a real-life situation. The 4-H club program focuses the energy and enthusiasm of boys and girls upon the welfare of the community. The members are furnished guidance in accepting their part in the social and economic life of the community by volunteer leaders. These leaders are trained by State and county extension agents.

The 1,145,508 club members in 1936 started 2,159,326 farm or home enterprises and were able to complete 1,432,846 of them. Approximately 70 percent of the different club members starting a farm or home demonstration enterprise were successful in completing the work in accordance with the standards set up by the various States and Territories.

FARM AND HOME ENTERPRISES COVER MANY FIELDS

The scope of the farm and home enterprises together with the number of such enterprises started and the number successfully completed are shown by the following table.

Farm and home enterprises; enrollments and completions

Major enterprises	No. boys enrolled	No. girls enrolled	No. boys completing	No. girls completing
Farm crops	177,714	7,452	114,467	5,195
Horticulture	68,224	253,658	46,815	158,802
Forestry	12,649	4,074	8,663	3,057
Animal husbandry	138,612	10,035	92,277	7,802
Dairy husbandry	42,899	7,415	31,749	5,339
Poultry	64,849	63,695	41,189	42,390
Agricultural engineering	12,245	3,266	7,969	2,602
Agricultural economics	7,048	1,917	4,029	1,324
Foods and nutrition	6,481	461,555	4,909	295,131
Child training	228	4,422	147	3,232
Clothing	1,648	397,001	1,165	282,006
Home management	480	37,510	311	23,615
House furnishing	816	116,338	548	75,945
Handicraft	17,314	32,253	13,592	23,585
Home health and sanitation	34,323	143,934	21,485	92,567
Beekeeping	1,425	162	1,044	113
Miscellaneous	14,494	13,190	9,955	9,827
Total	601,449	1,557,877	400,314	1,032,532

SOME TRENDS

Following is a summary of some of the important trends in 4-H club work:

I. Objectives

a. A reappraisal of the broadened objectives of 4-H club work in terms of larger educational aims through an examination of the objectives set forth in 1935 by the Land-Grant College Committee.

II. Organization

a. An increase in membership. Total membership 1,145,508.

b. An increasing number of county 4-H club leaders' councils which help volunteer leaders to share in program making.

c. The increased use of assistant volunteer leaders or advisers.

d. The training of volunteer leaders in techniques of program making for local clubs which aid club members in sharing in making plans.

e. A further integration of 4-H club work with the plans of the subject-matter specialists.

f. The collaboration of several specialists in the development of project plans, subject-matter circulars, and demonstration material.

g. A greater emphasis on reenrolling the old club member and interesting those young people who are out of school.

III. Projects

a. A greater use of surveys in adjusting project plans.

b. A greater flexibility of project plans to fit the situation on the club member's farm or in his home.

c. Better project plans and circulars designed to meet the needs of the older club boys and girls.

d. New projects in soil erosion, soil conservation, wildlife protection and management.

e. A further expansion of projects in horses and mules, production and preservation of home meat supplies, and fattening of livestock particularly in the Range and Southern States.

f. An increased interest in projects for beautifying the surroundings of country homes.

g. The emphasis on practices recommended in the agricultural and soil-conservation programs in 4-H crops enterprises.

h. More agricultural-economics information in projects designed for the older club member.

IV. Program

a. The adjustment in health programs based on the local health situation with emphasis on improvements needed by the individual club member.

b. A broader program of conservation activities.

c. The new contacts and relationships growing out of the 4-H conservation program.

d. The development of special conservation camps for both boys and girls.

e. A greater appreciation of values in the social, cultural, and recreational activities.

f. A broadened and enriched program through instruction, demonstrations, and discussions dealing with personality, guidance, and human relationships.

g. The prevention of losses in livestock shipping-program activity developed in livestock producing areas.

h. More community-service activities.

i. The assistance which the 4-H club member has given to the rural-life Sunday program.

j. An increasing amount of consumer information on standards and tests for clothing, package and canned goods, fertilizers, sprays, seeds, feeds, and cuts of meat.

V. Methods

a. More attention to preparation of better handbooks and guides for local leaders.

b. Broadening the program at leaders' training meetings to include methods of instruction and demonstration; the psychology of the adolescent; and methods of working with people.

c. The increase in the use of the discussion method with older club members.

d. The enrichment of the 4-H club-camp program in the light of broader educational objectives.

e. The increased interest in demonstrations, both individual and team.

VI. Miscellaneous

a. The conversion of abandoned C. C. C. camps into 4-H club camps.

b. The increase in the use of awards made on the basis of levels of accomplishments.

c. The increasing number of 4-H club studies.

d. The development of better supervisory programs by State club leaders.

THE SUPERVISORY STAFF STUDIES THE JOB

During the year ¹/₂ 22 people were added to the State 4-H club staffs. To keep abreast with a program better suited to the needs of 4-H club members as well as to give assistance to extension agents in new territory, many States were confronted with problems of adjustment in order that the State staff could serve more effectively. County extension agents reported 4-H clubs in more counties than any other phase of the extension program. With 931 new agents and many inexperienced replacements, the supervisory work of the State club staff was made increasingly strenuous. Many States, like Michigan and Idaho, have districted the State for supervision. Minnesota has set up a State 4-H club advisory committee consisting of members of the State 4-H club staff and representatives of other extension divisions. For purposes of contact and relationship, the New York club staff is divided among the various subject-matter departments in the university.

The development of better supervisory programs, based on study of the problems of club members, local club leaders, and county extension agents has been a significant trend during the past year. Many States, like Wisconsin and Delaware, have conducted studies to learn of the problems of club members and local leaders. The need for analyzing supervisory jobs has created an improved supervisory point of view on the part of the State club leader and the county extension agents.

1/₂ June 30, 1935, to June 30, 1936.

INTEGRATING THE 4-H PROGRAM WITH ADULT EXTENSION

Further progress has been made in integrating the 4-H club program with the adult extension program. In Colorado, the 4-H club program is determined along with the adult extension program at a meeting of the county agricultural extension council. More assistance was given by subject-matter specialists in developing project plans, subject-matter bulletins, and record books; in supervising the 4-H club program related to the specialist's field and training local leaders at county and district conferences. Effort has been made to write bulletins and circulars so that the young people could understand them. In Ohio, for example, the Dale vocabulary test was used to check the wording in 4-H club circulars and record books. State club leaders and specialists revised the plans for agricultural projects to conform with the provisions of the agricultural and soil-conservation programs. In many States, further progress has been made in correlating subject matter in agricultural economics with all 4-H club projects. South Dakota issued an Agricultural Outlook for 4-H Club Members. The subject-matter specialists and county club agents in Rhode Island are using the agricultural outlook to determine the emphasis in the crops and poultry 4-H club program.

In devising programs for older farm boys greater flexibility must be provided and provision made for enterprises dealing with the problems of the particular farm. An understanding of the economic factors which make for an adequate farm income is a part of such programs. One of the big jobs confronting the Extension Service is the interpretation of economic material, available in States, so that it can be used by rural young people. Not only does the subject matter have to be interpreted and simplified, but greater effort needs to be centered upon methods of teaching agricultural economics.

A PARTICIPATING LEADERSHIP IS ESSENTIAL

Because extension agents recognize that there is great value in the experiences club members have in participating in the development of programs for their own club - working on committees and planning ways in which their club fits into the general community program - improvement has been made in the training of local leaders in methods of organization and program building. Extension agents held 26,438 training meetings for the 115,488 volunteer leaders.

Much progress was made in developing plans to provide local leaders of 4-H clubs with opportunity for greater participation in the development of county programs. The most common device used is the county 4-H club council of local leaders. With the assistance of the county extension agent these councils study the needs of the county, determine policies with regard to the club program, assist in planning county-wide 4-H club events, and develop local-leader training programs. These councils have been especially effective when emergency programs have demanded a large share of the county extension agent's time.

In addition to county 4-H leaders' councils, some States, as Oregon and New Hampshire, have a State organization of local leaders. Virginia holds a State-wide conference of 4-H club leaders.

County councils of older club members and officers of local clubs are found in Alabama, Florida, Virginia, Mississippi, North Carolina, Nevada, and 25 other States. These councils provide training in leadership as well as give the club member an opportunity to participate in county program planning. Indiana holds a State junior leadership-training conference at Purdue University.

Most of the county councils meet three or four times a year, although many in California and several other States meet monthly. In Missouri the county club councils selected special books and bulletins to be studied by their members during the year. Along with the idea of county 4-H club councils, community advisory committees are being developed. These committees work with the local leaders and 4-H club members. Such committees have been able to assist the local club in its program. They are an effective means for adults, other than local leaders, to share in the responsibility for the local club program.

Many States have given attention to ways and means of recognizing the contribution of volunteer leaders. Special certificates, such as are used in Wyoming, are being presented to local leaders from time to time.

OBJECTIVES BASED ON MAJOR EDUCATIONAL AIMS

Prior to the formulation of a set of objectives for 4-H club work by a national committee of the land-grant colleges and the United States Department of Agriculture, there was much variation in content and emphasis. With the special 4-H club objectives formulated in 1935, the task confronting the Extension Service during the past year was to interpret these objectives in the light of major educational aims. As with any educational program, there is need for continual adjustment to meet the social and economic needs of its membership. The application of the specific 4-H club objectives in terms of health, social, civic, recreational, vocational, cultural, and other large educational aims calls for the appraisal of the entire club program.

The end products of the 4-H club program resolve themselves into information, understanding, attitudes, appreciations, habits, and skills which bring satisfaction to the individual. The outcomes of the 4-H program relate specifically to ideals and standards for farming, homemaking, community life, and citizenship activities. Understanding of agricultural and homemaking methods and skills in them are developed. These come through the conduct of farm and home enterprises. Thus the club member is offered the opportunity to become acquainted with reliable sources of farm and home information. By means of demonstrations and exhibits he shows others the methods which he has used in his enterprise. Training in cooperative action and an understanding of the part that group effort plays in the mastery of community problems are also provided. Habits of serving the community are outgrowths of these

experiences. Other gains include an understanding and appreciation of nature and habits, attitudes, and standards of healthful living.

The following statement of 4-H club objectives from Iowa shows the breadth and richness of the girls' 4-H club program. These objectives are easily understood by volunteer leaders.

1. To dignify farm life.
2. To teach organization.
3. To bring out the joy of service.
4. To bring worth-while people before the girls.
5. To help girls understand themselves and to appreciate each other.
6. To bring opportunities to rural girls.
7. To develop an appreciation of the real thing in life.
8. To create a standard for positive health.
9. To enrich the social life of the community.
10. To keep up interest in the local community.
11. To dignify work with the hands.
12. To develop natural youth leadership.
13. To satisfy a craving for being a member of a group.
14. To set high standards in -
 - a. Clothing.
 - b. Home furnishing.
 - c. Nutrition.
 - d. Home efficiency.

4-H CLUBS DEVELOP A POSITIVE HEALTH PROGRAM

Encouraging progress has been made in clarifying the health objectives of the 4-H club program. The public-health services of the various States together with county medical associations and local physicians have aided in adjusting the 4-H health program to meet the needs of the club member. This program is now concerned with the formation of proper health habits, the imparting of health information, and the development of a positive health attitude. The program is based upon a study of local needs. Regular medical examinations, immunization, proper diet, the relation of one's health to the health of the community have been emphasized.

In most States the health program is an activity for all 4-H club members. For example, health is a part of every 4-H club project plan in Utah; each project record book contains a health report of the club member. Definite integration of the health program has been achieved in the clothing and room-improvement projects. Slogans like "Protect your own smile," used in Massachusetts, have been effective in calling attention to the particular health phase that is being emphasized during the year. Posture, personal hygiene, correct footwear, sanitation, ventilation, proper foods, rest, and healthful recreation are some of the health phases that are now found in most States.

The health contest has been used to stimulate interest among 4-H club members. Public-health officials and local doctors have assisted in conducting and in preparing standards for these contests.

The 4-H clubs of Mineral County, W. Va., adopted the slogan "Be your own best exhibit" as a part of their health program. These young people began to ask "What, if any, physical defects do I have, and how may they be corrected? What can I do to prevent the spread of disease in my community?" The answers came when parents, club leaders, young people, public-health officials, and doctors devised a plan for giving each 4-H club member a physical examination. The health committee of each 4-H club keeps a record of the recommendations made by the examining physician and checks the improvement made by each member of the club.

West Virginia uses the following basis of recognition: Physical examination, 70; health improvement and activities, 20; activities as a club member, 10. The contestants are grouped, according to ratings attained, into blue-, red-, and white-ribbon classes. Louisiana conducted a "greatest improvement in health" contest at its annual 4-H club short course. Recognition was given to the improvement in health over a period of time.

The safety phase of the health program was incorporated into the plans of many States during the past year. Minnesota, Nebraska, and Vermont programs are typical of this development. At the Maine State 4-H club camp a representative of the National Red Cross conducted a course in lifesaving and first aid. Five hours each day was given to this part of the program. By means of demonstrations, exhibits, and campaigns related to farm and home hazards, automobile driving skills and highway traffic regulations, first aid, home nursing, and rural fire prevention, club members have learned the importance of safety. Insurance companies, the Red Cross, and State departments of motor vehicles have given the State extension services the educational material for safety programs. Happy emotional adjustments is the basis of a wholesome philosophy of life. Reports from club members tell how the 4-H program has contributed to the design or pattern of their thinking, feelings, and actions. In it they find satisfying activity and experience, develop a sense of mastery over things, situations, and people. The program offers an opportunity to belong to a nationally recognized movement in which rural youth play a part in community improvement. It creates a feeling of self-respect, confidence, and understanding. It gives opportunities for testing one's capacity, developing points of view and avocational interests, and making fresh contacts. It promotes a faith in rural life and democracy.

Leota Vinson, a 4-H club member in Conway County, Ark., says that 4-H club work has helped her in the following ways:

1. To get along with others.
2. To speak before a group.
3. To follow leaders.
4. To have confidence in myself.
5. Inspired me to go to school.
6. Made many new friends.

7. To earn and to save.
8. To be a good winner and a good loser.
9. To see beauty in farm life.
10. To know the joy of achievement.

Some of the factors affecting mental health are studied at county and State camps, short courses, rallies, and 4-H club conventions. Here discussions dealing with mental adjustments and habits and getting along with others, as well as talks on such subjects as "As other see us," exercises in self-analysis, through personality check sheets and other methods, are a part of the 4-H club program.

CONSERVATION

One of the objectives of the 4-H clubs is the development of an intelligent understanding and an appreciation of nature and the physical environments in which club members live. Though some work had been carried on for many years, particularly through the forestry and agricultural projects dealing with the use of land, impetus was given to the program when the Extension Service of the United States Department of Agriculture established a subject-matter group in wildlife conservation and restoration with an extension biologist in charge. Wildlife conservation specialists have been appointed in Iowa and Texas, and in other States, such as Oklahoma and Illinois, services of part-time specialists have been made available. The wide range of conservation activities is illustrated by the programs of Minnesota, Washington, Mississippi, Iowa, Texas, Nebraska, Oregon, Massachusetts, South Dakota, and Ohio.

The trend has been to coordinate the conservation program with the established 4-H club lines of work. Extension foresters, poultrymen, entomologists, club leaders, and others are used. The conservation approach relates to the activities for the improvement of rural life through proper use of our forests, land, streams, and other natural resources. The 4-H club member is concerned with those things which will add to his own prosperity and enjoyment as well as what contribution he can make to the happiness of others. New contacts and relationships have been presented because of the need of subject-matter leadership in this program. Subject-matter assistance has been furnished by university and college teaching staffs, and by the Forest Service, Bureau of Biological Survey, Bureau of Fisheries, State conservation departments, State fish and game departments and various groups of public-spirited individuals interested in conservation in its various forms.

In general, the program as it relates itself to the farms and homes of club members falls into the following divisions. Care and protection of forests, restoration and preservation of wildlife, conservation of the soil, and proper land use. In 21 States the program was capped by a conservation camp which was attended by 1,890 club members and leaders selected because of their activities in connection with the conservation program and because of their leadership possibilities. Forestry-club members have carried projects in preservation of woodland areas, care and planting of trees for future timber

crops, windbreak protection around farm homes, and for prevention of soil erosion.

One of the big needs in connection with the program is to find suitably trained leaders to handle subject matter. The variety of subject matter injected into the program offers splendid opportunities for tapping the resources of departments in colleges and the Department of Agriculture that heretofore have only indirectly made contributions to the 4-H club program.

The rapid expansion of the program carries with it a great deal of work in outlining and coordinating projects and activity programs based upon policies that are accepted as being sound for agriculture as well as for the general welfare.

ENLARGING LEISURE-TIME CAPACITY

Further developments have been made in clarifying the objectives of the recreation program of the 4-H clubs. The raising of standards and the broadening of the scope of the leisure-time program have resulted. Homemade games for use at club meetings, home and small community social gatherings have been made by 4-H club members in Connecticut, Kentucky, and West Virginia, and have cost little money. These games have brought a desirable type of recreational activity into many homes and communities. A new meaning has been given to folk music and games. The quality of the programs has been improved through community and county folk festivals. As an outgrowth of the past year's music appreciation study on "Music for Family Festivals," 1,300 Iowa 4-H girls staged a festival at the State 4-H girls' convention.

Improvement in dramatics has been marked. The older age groups have broadened the field of dramatics by thoroughly studying the production that is to be staged. Training of boys and girls other than those who have "learned the lines" characterizes successful play production. Recreational training schools have aided in teaching techniques in stage lighting, costuming, scenery, advertising, and other interesting backstage activities. County recreational councils in Florida, California, Utah, Oregon, and many other States that have had help from the National Recreation Association, have been formed to provide further training in recreation and to plan programs for use in local 4-H clubs.

4-H club-camp programs are being redirected to raise standards and to give broader experiences for the purpose of enlarging the individual's recreational program. Photography, crafts, 1-day camps, outdoor cookery, and hobby shows are interesting new features. In 1936, there were 2,732 4-H club camps conducted with an attendance of 192,227.

New camp sites in Georgia and other States have been acquired by State extension services through acceptance of abandoned C. C. C. camps. The problem of making the best use of permanent camp sites has been solved in many States by setting up local committees to plan and supervise an enlarged program.

The National 4-H Club Camp held in Washington, D. C., with a program built around the theme "Making the most of our rural heritage," was attended by delegates from 40 States.

The musical selections provided by the United States Marine Band on the monthly national 4-H club radio programs have brought to many 4-H club members an interpretation of good music. The increased number of bands, orchestras, song festivals, choruses, etc., throughout the country shows that rural young people are greatly interested in music. Elko County, Nev., has a 30-piece band composed of 4-H club members under the direction of former 4-H club members. Kansas, now for the ninth time, held an annual 4-H club orchestra and band tournament at the 4-H round-up at the State college.

HAPPY HOMES - THE 4-H CLUB GOAL

One of the major educational aims is to live happily with others. The 4-H club program fosters plans and activities for joint participation of boys and girls. The membership in a 4-H club affects the social and economic adjustments of the family. "Myself as a Family Member" is the title of a 4-H club circular from South Carolina. At a State 4-H club camp in Massachusetts, the girls in a discussion group on "home values" were asked to list the values of homemaking that they liked. Outdoor cooking, a project for 4-H club members in New York, has been jointly supervised by the extension forester and food specialists. In New Jersey the specialist in child training and parent education conducted a series of leader-training conferences on methods of working with adolescent boys and girls. Opportunity for training in personal and social adjustments such as personal appearance, social etiquette, cultural activities, and desirable characteristics that one should develop, are given at club meetings, county 4-H club rallies, camps, and State short courses. When young people work together on plans, enterprises, and programs that are a definite part of the economic and social life of the community, the foundation for successful homemaking is laid. Improved mental and social habits result, and the individual's personality and character grow.

The homemaking program has been enlarged to include wardrobe planning, food budgeting, menu planning, consumer education, money management, home beautification, home accounts, home lighting, and safety. Naturally many of these enterprises interest young men and young women equally. 4-H club projects are centered in the home. The club meetings are largely held there. This makes for a family solidarity.

STUDIES OF 4-H CLUB WORK

A land-grant college committee was appointed to develop a research program in regard to the effect of the extension program upon the growth of young people. The committee decided that immediate research to be undertaken should:

1. Be confined to a study of the effects of 4-H club work upon former members.

2. Use the objectives of 4-H club work as reported by the land-grant colleges and the United States Department of Agriculture committee on 4-H club work in "Recommended Policies Governing 4-H Club Work" as a basis for measurement.

The committee sought the aid of a group of educators, outstanding in the field of research, to assist in the outlining of procedures.

The problems involved in the selection, training and supervision of 4-H local leaders have been the subject of several studies made during the year. The four most important are:

1. Of 520 leaders in 16 States, most of whom were in attendance at club camps or short courses.
2. Of 3,843 leaders who replied to a mailed questionnaire sent out by the National Committee on Boys' and Girls' 4-H Club Work.
3. Of 175 leaders interviewed personally and constituting a random sample of all New Hampshire local leaders.
4. A cooperative study by Indiana, Illinois, Michigan, and Ohio including 1,130 records.

A specialist has been added to the staff of the Extension Studies and Teaching Section of the Federal office, to devote a major portion of his time to studies of 4-H club work and other extension work with young people.

The State studies that have evaluated the objectives and procedures of the 4-H club program have stimulated many county extension agents to conduct a survey in their counties. This research attitude is a wholesome development. County extension agents should be encouraged to allot some time in their yearly program for tests and measurements to aid in charting future adjustments in their procedures.

Changes in the social and economic status of 4-H club members cause adjustments in their program. A program which includes economic as well as health, social, recreational, aesthetic, and ethical objectives needs modern educational research to check and chart the best methods.

COOPERATION WITH OTHER GOVERNMENTAL AGENCIES

The 4-H clubs have cooperated with many State and Federal agencies. The relationships have been mutually helpful.

National Youth Administration

The skill and energy of the young people in the National Youth Administration have been turned to good advantage as sponsors, advisers, and supervisors of 4-H clubs. In New Mexico the National Youth Administration girls assisted in teaching canning methods to club members. They also planted gardens from which the 4-H girls got supplies for their canning enterprise. In Maricopa County, Ariz., four N. Y. A. girls made illustrative material under the direction of the home demonstration agent. This was then circulated among the 4-H clothing-club leaders. In Cavalier County, N. Dak., the N. Y. A. boys improved the 4-H club camp grounds and helped in the camp program. N. Y. A. members acted as assistants to local club leaders in Essex County, Mass. A N. Y. A. supervisor was assigned to the 4-H club staff in Mississippi and assisted in directing a rural-youth survey made by N. Y. A. members.

Production Credit Association

4-H club members have learned modern credit methods through contact with the Production Credit Association. Club boys in Hamilton County, Nebr., used production credit to finance their calf and pig enterprises. Groups of Tennessee boys used this facility to purchase well-bred range cattle to fatten for market. Winfield, Kans., boys for the fourth consecutive year have produced wheat and livestock through the aid of production-credit loans.

It is not unusual for 4-H club members to insure their livestock. In Mitchell County, Kans., members of seven 4-H clubs purchased over 500 ewes and lambs with the assistance of the Production Credit Association. Each member contributed 50 cents to an insurance fund. The losses, resulting from a dog raid on the flocks of three of the boys, were fully paid from the insurance fund. The boys participating in this enterprise made a profit of about \$4.50 on each ewe raised.

The Production Credit Association teaches young people the relation of capital and credit to good farm-management practices.

Rural Electrification Administration

There is a growing interest in the use of electricity on the farm because of the Rural Electrification Administration program. Members of 4-H clubs have taken an active part in stimulating interest in electric installation and use of electric appliances. The R. E. A. has assisted through demonstration and by furnishing bulletins and circulars. Club members in Maryland, Illinois, and Iowa have been especially active in this new enterprise. The plans in Maryland include splicing, selection, and use of home equipment, simple repairs, and wiring systems.

Rural Resettlement Administration

State club leaders and State Rural Resettlement administrators have cooperated in advancing the 4-H club program on resettlement projects. In Colorado, a definite plan was worked out between the extension service and

the State Rural Resettlement administrator for handling the 4-H enterprise in families participating in the resettlement program.

Indian Service

The Extension Service continued to cooperate in the 4-H club program with the Indian Service of the Department of the Interior. In Montana, a memorandum of understanding further clarified the good relationships.

SCME NEEDS

Some of the needs of 4-H club work that will aid in expanding and broadening the program may be summarized as follows:

1. Further studies, tests, and measurements of objectives, needs, and interests of young people, of problems of local leaders, and of procedures and methods for the purpose of evaluating and adjusting the 4-H club program.
2. Further increase of professional personnel, trained in agriculture or home economics, psychology, and educational methods, to devote full time to 4-H club work with salaries commensurate with training and experience.
3. More county agricultural and home demonstration agents devoting approximately one-third of their time to 4-H club work in counties without full-time club agents.
4. Further integration of 4-H club work into the plans of work of the extension subject-matter specialist.
5. Further coordination of the 4-H club program with the adult extension program in order to provide greater continuity and more effective coverage of rural problems.
6. More leader-training programs that include psychology and teaching methods as well as subject matter in agriculture, home economics, and organization techniques.
7. Greater participation of volunteer leaders, through county 4-H club leaders' councils, in the development of county 4-H program.
8. Further improvement in techniques that provide for enterprise and program adjustments based on the club member's farm, home, or community needs.
9. More circulars, handbooks, guides, and other teaching materials for club members and leaders, in keeping with the broadening objectives of the 4-H club program.
10. Further improvement in supervisory technique on the part of all extension supervisors dealing with the 4-H club program.

11. More attention given to getting parents to understand the program.
 12. Further extension of the plan of making awards on the basis of levels of accomplishment and achievement.
 13. Still further progress in organization of 4-H clubs outside the school in order to keep the clubs in communities in which the club members live, to develop further the leadership in the community, and to meet more adequately the needs of the out-of-school youth.
 14. More study to determine the most effective function and the best balance of the different 4-H club teaching methods, such as meetings, tours, demonstrations, contests, exhibits and displays, news articles, camps, publications, judging, discussions, visual aids, circular letters, and records.
-



Over a Million 4-H Club Members

A Review of 4-H Club Work in 1936

Charles E. Potter



UNITED STATES DEPARTMENT OF AGRICULTURE
Extension Service..... C. W. WARBURTON *Director*

Division of Cooperative Extension..... C. B. SMITH *Chief*
Washington, D. C.



